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WORLD HISTORY FOR CIVIC PURPOSES

Submitted by

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(A. B., Wellesley, 1929)

In partial fulfillment of requirements for
the degree of Master of Education

1941

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FOREWORD

Without the kind and conscientious coöperation of many teachers of World History in the high schools of Massachusetts, this thesis would have been an impossibility. To those who gave so willingly of their time and effort to the answering of questionnaires or to personal interviews, the author is deeply indebted and wishes to extend her sincere thanks.

She also wishes to express her appreciation to the pupils of the West Bridgewater High School who aided in the mechanical processes of typing, multigraphing and tabulating results of the questionnaires; to the members of the seminar in Education and Democracy who made helpful and intelligent suggestions; and, especially, to Professor John J. Mahoney for his constant encouragement and sound criticisms.

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CHAPTER I

INTRODUCTION

Reasons for Undertaking This Study

This study is an attempt to solve some of the perplexing problems which I have met in teaching World History in the tenth grade of a small Massachusetts high school. I have taught the subject five years, in as many different ways, to pupils of extremely heterogeneous ability and interests. Usually the pupils divide into three main groups - the cream of the college curriculum taking an additional subject because they have extra time on their hands and like history; the poorer pupils of the general curriculum who think they are choosing the least of the evils offered them; and some upperclassmen who, having flunked other courses, find themselves in dire need of five more "points" towards graduation. "To cover" the vast amount of ground customarily given in World History courses with these youngsters appeared no easy task from the beginning. My experiences soon completely convinced me that six thousand years of the history of civilization cannot possibly be adequately comprehended by even the most advanced boys and girls in my classes. If an effort is made to cover all this material, the study of history is reduced to a galloping race from one vague generality to another. There is never time to assimilate thoroughly any idea or to understand fully any trend or movement or to dig more deeply in some inviting field. The result is a very bad case of mental indigestion and the patient de-

sires to avoid the cause - history - in the future at all possible costs. It seemed that, instead of meeting all the high-sounding aims of producing better citizens which are claimed for it, the study of World History kills any interest the pupils might have in history as an exciting adventure in learning and fails utterly to give them any better understanding of the world society of which they are members.

Meaning and Limitations of Thesis Topic

In spite of this discouragement, however, the conviction has remained with me that the subject could be made vital and stimulating and immediately meaningful to high school pupils; hence the constant experimentation with selection of subject matter and with methods of presentation. The preparation of a master's thesis afforded an excellent opportunity to concentrate on one aspect of the problem, the aspect which my experience has led me to believe is of fundamental importance. This is the elimination of much material presented in the course, and the careful selection of those topics, or areas, of World History instruction which have clear-cut, direct and immediate civic values. Almost all teachers seem to agree that the course "covers too much ground" and feel the need for some reduction and selection of materials.

The primary object of this research has been, therefore, to learn what topics or fields of World History should be selected to fulfill most adequately the civic purposes for teach-

ing the subject. Secondary objectives of the research have been to discover what general methods of organizing the materials are considered the most successful and to find out what teaching techniques or procedures are especially conducive to the stimulation of pupil interest in the civic aspects of the subject.

It may be well to point out right here that it is recognized that World History may well be taught for other purposes. However, for some years, the authorities in social studies teaching have maintained that the first purpose of these courses is preparation for intelligent and coöperative citizenship. The report of the Committee on Social Studies of the National Education Association in 1916 stated in part as follows:

> "From the nature of their content, the social studies afford peculiar opportunities for the training of the individual as a member of society. Whatever their value from the point of view of personal culture, unless they contribute directly to the cultivation of social efficiency on the part of the pupil, they fail in their most important function...More specifically, the social studies of the American high school should have for their conscious and constant purpose the cultivation of good citizenship."[1]

Needless to say not all social studies teachers immediately accepted this as their primary objective,[2] but it has been constantly reiterated and expanded during the intervening years until civic aims now take precedence in authoritative

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[1] Dunn, The Social Studies in Secondary Education, p. 9

[2] Koos, The American Secondary School, p. 403 ff.

sources.[3] Since it is therefore accepted as the peculiar function of the social studies to prepare for citizenship, those materials and methods which best meet this aim should be chosen and emphasized.

Many topics of history study do not make valuable contributions to worthy civic ideals, intelligent voting, obedience to the will of the majority or tolerant public opinion.[4] In fact some fields of history study might well have the opposite effects and should be omitted from a course for high school pupils who are not historical scholars, but very average American citizens in the making. Other fields of history may well contribute information, insights and appreciations which have personal value for the pupil, but, beside the civic materials of the course, these should receive only incidental treatment. It is doubtful that any particular topic can be made to serve both the civic purposes and personal-appreciation values of instruction profitably at one and the same time.[5] The teacher who attempts to do this probably only confuses the pupils, and I believe, as the title of this thesis indicates, that World History should be taught first of all for civic purposes.

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[3] Ibid., p. 402 (1927)
Beard, A Charter for the Social Studies, pp.102-106 (1932)
Tryon, Social Sciences as School Subjects, p. 95 (1935)
Wesley, Teaching the Social Studies, p. 165 ff. (1937)

[4] Snedden, What's Wrong with American Education, pp. 317-8.

[5] Snedden, Educational Sociology, p. 544.

This study is by no means a complete analysis of the problem and the author is only too conscious of its many shortcomings. These are partly a result of the inability to devote sufficient time to the investigation. For this reason only high schools in Massachusetts were studied and, although, these present a wide variety of practices, schools in other states would undoubtedly provide some very worthwhile ideas and information. Most of the material used was drawn from questionnaires and personal interviews with teachers of the subject. After the questionnaires were returned, many possible improvements in wording and set-up could be seen and, with practice, the conduct of interviews became easier and the results more valuable. Thus lack of experience in formulating questionnaires and conducting interviews somewhat alters their results. Furthermore there has been no opportunity to check upon the validity of the answers to the questionnaires or upon the recommendations made by the interviewees. To check upon the former actual visits to classrooms would be necessary and these are out of the question for a teacher in service. The validity of the latter could be ascertained only by testing the pupils taught by the various methods recommended and comparing the results thus obtained. This was also entirely beyond the possibility of investigation for a master's thesis. Above all else, it must be remembered that in any research of this type, the elements of subjective judgment loom very prominently. From the construction of the questionnaires to the final recommendations based upon their

analysis, subjective opinion must constantly enter into the weighing and selection of evidence. A lone researcher does not even have the benefit of healthy criticism from co-workers. Despite all these limitations, it is hoped that this study will be of real value to other teachers in the field.

Significance

Today the importance of world affairs to every American citizen is only too apparent. Our would-be isolation and attempted aloofness from international quarrels is completely shattered and daily we are being drawn nearer the problems of our neighbors. The schools cannot dodge their responsibility to equip future citizens with a correct knowledge of world affairs and, of even greater importance, with a will to try to remedy the chaos about them. This latter duty means the development of proper civic attitudes, habits and ideals towards matters of foreign policy. The study of history, particularly European and World history, is included in the school curricula for this purpose, but even the casual critic can show the educators that it has been far from a complete success. In spite of all our instruction in history, pupils seem very little better informed about world affairs and no more interested in them than though they had not been exposed to the instruction.

According to the results of the Regents' Inquiry social studies do not fulfill their high sounding purpose of "making better citizens". Little discernible difference in achievement

and attitudes was found between those students who have taken "many courses" in history and those who have taken only the required one. In fact, in some respects, the group taking only the required course was superior to the group taking all three history courses traditionally offered in the senior high schools of New York State.[6] Although the educational system of Massachusetts is somewhat different from New York's (particularly in the freedom from Regents' examinations), no one has produced any tangible evidence of the superiority of social studies instruction in our state, and it is fairly reasonable to assume that, by and large, it is much the same as in New York. Isolated instances of unusual and constructive curriculum making and instruction exist, but in most systems limitations upon expenditures, heavy demands upon teachers' time and energy, inadequate teacher preparation in the social sciences and hidebound traditions regarding content and methods pretty much prohibit experimentation and change.

Over and over again teachers, through the questionnaires or in personal interviews, expressed the opinion that "something should be done about World History." They realize that it is not meeting the task assigned it, some would even relegate it to the ash heap as a miserable failure. Most teachers, however, seem to believe that it has a function. They expressed interest in this study and the hope that its results might offer some solutions to their perplexities. The teachers' prob-

[6] See Wilson, Education for Citizenship, Chapter II.

lems seem to be much the same whether their schools be small or large, their years of experience few or many, so the value of this study should not be, by any means, limited to the teachers of little experience in the smaller schools.

Other Studies in This Field

No other study of exactly this type was unearthed, although two or three were found which suggest a somewhat different, and perhaps more limited, attack upon the same problem. These are:

1. A master's thesis, "Trends in Content and Instruction in World History in Secondary Schools," by Anna L. Harder, University of Southern California, 1927.

2. "Selecting a Textbook in Tenth-Grade History," by F. R. Kniss, Educational Administration and Supervision, vol. 21.

3. "How General and Vague are World Histories?", by L. C. Landsittel, Social Education, Nov. 1939.

Howard Wilson, in Education for Citizenship, recommends the introduction of World History in the tenth grade of the New York high schools, the course to consist of "a series of units tracing briefly selected major movements and critical areas in the rise of our culture ... with suggested applications to present-day conditions."[7] He does not, however, suggest what units or areas should be selected or what methods can best be used to apply World History materials to current problems. Books dealing with the methods of teaching history or the social studies[8]

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[7] Ibid., p. 156

[8] See, for example, Wesley, Teaching the Social Studies or Tryon The Social Sciences as School Subjects

do not treat World History specifically, or, if they do, seem to offer no constructive suggestions for the elimination of worthless material and reorganization of the remainder. Apparently this particular problem has not presented itself to the authors. Perhaps none of them has ever tried teaching this branch of the social studies!

Methods of Gathering Data and Dealing with Problem

The first step in gathering data was to peruse the writings of authorities in social studies instruction to learn their opinions regarding the aims for World History teaching. This was almost like looking for the proverbial needle in the hay stack. As stated above, very few of these authors mention World History specifically and, if any statement of aims is made, it is couched in vague and general terms, often meaningless even to teachers, I found. To the few definite civic aims for World History which I discovered, I added those civic aims of history instruction in general that I thought were applicable to World History. This gave me a list of twelve aims which were subdivided into two groups: (1) Knowledge, skills and habits; (2) Attitudes. The list was submitted to teachers through the questionnaires and interviews for their reaction and comment.

The second step was the construction of the questionnaire.[9] This was aimed to find out the teachers' ideas regarding aims for the course; the topics or areas of instruction most empha-

[9] See copy of questionnaire in Appendix

sized; those topics most frequently omitted; the general methods of presentation of material; the name of texts, workbooks and standardized tests used; criticisms of texts; and, last, frequency of instruction in current events. The questionnaire was sent to ninety Massachusetts high schools which offer a course labelled "World History" in the records of the State Supervisor of Secondary Education. According to the figures given by that office, one hundred twelve of the two hundred fifty-seven high schools in Massachusetts offered such a course in the year 1938-39. Most of the high schools within a thirty mile radius of Brockton were not sent questionnaires, but reserved for the personal interviews.

Only one questionnaire was sent to a school, although in many schools several teachers are assigned the subject. This decision was made on the assumption that policies and procedures would be about the same for all teachers within one system. In several cases all World History teachers in a school joined in answering the questionnaire and in adding comments. In one school the department head had copies made for all teachers to answer. As a whole it appears that one questionnaire to a school gave an adequate sampling.

The questionnaires were sent to the principals of the schools with an explanation of their purpose and the request that they be handed on to the teacher in charge of World History. This had to be done as no list of the names of World History teachers in Massachusetts is available. All told,

fifty-two (or 57.7%) of the schools returned fifty-four questionnaires. Of these one was entirely useless and only certain parts of four others could be used. In one of these instances the course reported was really not a "World History", in the other cases the questions were not adequately answered or instructions were not followed. The apparent care and thought employed in answering most questionnaires was a source of real encouragement. Frequently long notes were attached to them. The content of these notes ranged from expressions of "good wishes" to constructive and original suggestions for improving texts and organization of materials for instruction. Not a few teachers capitalized upon the opportunity to "blow off steam" about World History as a high school subject.

More complete and, hence, more valuable suggestions for improving the course to meet its civic purposes were gained through the personal interviews. It was my original intention to conduct twenty interviews at least, but only sixteen finally materialized. Inevitably interviews are very time-consuming, especially for the interviewer who has to make all the arrangements and do the travelling. Much difficulty in setting mutually convenient dates was encountered, but perhaps more difficulty in making the initial contacts with the prospective interviewees. High school principals were asked for the names of teachers of the subject, but,in some instances, did not comply with this request. In other cases the teacher was unwilling to be interviewed. These unpleasant experiences stand in marked contrast

to the cordial welcome and kind assistance offered in other schools.

For comparison with the results of the interviews and questionnaires an analysis of the contents of the textbooks most commonly used in the Commonwealth was made. The textbook, particularly in the schools with limited library facilities, is still an important factor in determining the teaching of any subject. The questionnaires showed that Pahlow, Man's Great Adventure, Greenan and Gathany, Units in World History and Hughes, Today's World are the most popular World History texts and a page-by-page measurement of their contents has revealed the amount of space devoted to material of civic value, to material of personal-appreciation value, and to "deadwood" - information of little or no meaning for high school pupils. Naturally the element of subjective judgment played its part in allotting material to these categories.

A similar analysis of workbooks and standardized tests was planned, but abandoned after the return of the questionnaires, for they revealed that only nine of these schools used a workbook and only three, standardized tests. The workbooks named were usually those designed to accompany the text and would, therefore, emphasize the same facts and follow the same method of presentation. Workbooks - good, bad or indifferent - have little influence upon World History instruction in Massachusetts and standardized tests even less.

With the data thus collected as a foundation I have built

the recommendations for which I assume sole responsibility. They are not wholly new or original, but I feel that in applying them to this problem they have become partly my brain children, born after much serious questioning and cogitation. After reading the evidence which follows, I trust that the reader will understand the reasons for the conclusions drawn whether or not he agrees with the recommendations.

CHAPTER II

CIVIC AIMS OF WORLD HISTORY INSTRUCTION

Distinction between Civic and Personal-Appreciation Aims

The distinction here drawn between civic and personal-appreciation aims for World History is essentially that made between civic and cultural aims by David Snedden in his Educational Sociology. Snedden uses 'culture' in the older and narrower sense as "those interests and attainments that are not tangibly and primarily vocational, civic or health-producing,"[1] but which are "worthwhile in themselves or are essential means of further culture."[2] Since 'culture' has now been given a much broader meaning by the sociologists, the term 'personal-appreciation' is used in this thesis to indicate those aims described as 'cultural' by Snedden. Personal-appreciation aims are, therefore, those which create the visions, interests and appreciations which make the individual's personal life richer, fuller and happier. Civic objectives of education, on the other hand, tend to create those insights, ideals, appreciations, attitudes and hopes which make the individual a good member of a democratic society. Civic aims prepare for group life, personal-appreciation aims for personal life.

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[1] Snedden, Educational Sociology, p. 421.

[2] Ibid., p. 544.

Opinions of Authorities Regarding Civic Aims for World History

Few authorities make the above differentiation between civic and personal-appreciation aims of social studies instruction but list all objectives together and, as was stated before, almost no one mentions definite and especial aims for World History. Hence to evolve an authoritative list of objectives required searching among the vague and wordy statements of social scientists and experts in teaching the social studies for clues to the accepted aims of the course. The social scientists yielded few suggestions beyond generalities about historical perspective and broadmindedness or the development of purely scholarly habits and skills which the average high school pupil would never use, even if he were capable of acquiring them. The most helpful work by social scientists was the report of the Commission on the Social Studies of the American Historical Association and this fails to establish specific objectives that relate to the fundamental needs and real interests of the pupil. Nevertheless some of the objectives listed in A Charter for the Social Sciences seemed sufficiently significant as guideposts in the right direction to receive consideration. Eventually a few were incorporated, in whole or in part, in the list of aims submitted to the teachers in service. One cannot deny the civic worth of such attitudes as:

1. respect for the rights and opinions of others
2. zeal for truth
3. faith in the power of men to improve themselves
4. vivid sense of responsibility in all relations
5. a lively interest in contemporary affairs

6. a desire to participate in the world's work.[3]

It is for the teachers of the social studies to decide whether these objectives are the peculiar function of World History or whether their accomplishment is a possibility with tenth-grade youngsters. If teachers do adopt these aims they must use them only as guides, drawing from them simple, direct and clear statements of purposes immediately applicable to the needs and interests of the children they teach.

Up to date teachers seem to have failed quite generally in the formulation of definite objectives for the social studies. Lack of specificity regarding aims is rather to be expected among the social scientists. Their work is to discover and present social facts in a scientific and impartial manner. They are not concerned with the selection and adaptation of these materials for teaching purposes on the elementary and secondary levels, these are the tasks for the teachers. When confusion and generalities concerning objectives are found among the teachers, and particularly among the outstanding ones, it is a far greater cause for discouragement. That such hazy and redundant thinking does exist is evidenced by these excerpts from the writings of the authorities:

> "History is a valuable tool for use in developing a spirit of altruism and understanding in order to throttle unhappy provincialism and enhance an ever expanding spirit of coöperation."[4]

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[3] Beard, A Charter for the Social Sciences, Part I.

[4] Tryon, op. cit., p. 93.

or

> "Draw reasonable and sensible conclusions and lessons from ... study of ... institutions, movements, units and trends covered by the course."[5]

or again

> "To cultivate toleration in order to lessen tension and to diversify culture."[6]

Such statements are high-sounding and undoubtedly truly fine in their purpose, but to translate them into precise and exact objectives towards which to direct one's teaching is quite a different matter. What meaning can altruism be made to hold for adolescents thirteen to sixteen? What reasonable and sensible conclusions can they be expected to draw with their limited experiences - real or vicarious? What sort of tension do we wish to lessen? These and many similar questions come to mind upon reading these sentences. Perhaps the very nature of the materials of social studies instruction make the formulation of specific aims more difficult for these subjects than for many others, but it cannot be an impossibility, for occasionally it has been accomplished with an encouraging degree of success.[7]

Finally, in spite of the hurdles of confusion and generalities, a list of objectives applicable to World History was selected. The basis for their choice was the frequency of mention by the

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[5] Gathany, "Current Events and the Teaching of European History," Social Studies, March 1934, p. 113.

[6] Wesley, op. cit., p. 166.

[7] See A Syllabus in American History and Problems of Democracy for Secondary Schools by a Committee of the N. E. H. T. A.

authorities. It is true that some of these can be considered aims for other courses also, but it seems to the author that World History should make very marked contributions towards their accomplishment and their inclusion is thereby justifiable. The objectives chosen are:

I. Knowledge, skills and habits
   1. To learn the techniques of finding information
   2. To understand generalizations and causal relationships
   3. To learn and understand instances of social, economic and political processes
   4. To understand basic political, economic and social trends in world history
   5. The habit of reading newspaper and magazine articles about world affairs
   6. Ability to recognize propaganda
   7. To acquire a perspective for understanding contemporary issues

II. Attitudes
   1. Tolerance and sympathy for peoples in all lands
   2. Fairmindedness and willingness to hear and weigh evidence from all sides
   3. Capacity for suspended judgment
   4. Love of world peace and desire for coöperation among nations [8]
   5. Love of truth

The first, fifth and sixth objectives in the first group and all except the third in the second group can be easily comprehended and are definite in meaning. The others are too general or too all-inclusive and, in some cases, their meaning cannot readily be grasped. They are, however, the most definite aims which

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[8] In addition to Beard, op. cit., the authorities from whom these objectives were drawn are: Wesley, op. cit., p. 171; Peters, Objectives and Procedures in Civic Education, pp. 147-8; Tryon, op. cit., p. 93; Koos, op. cit., p. 402 ff.; Snedden, Sociological Determination of Objectives in Education, p. 225 ff.; Kniss op. cit., p. 114; Gathany, op. cit., pp. 112-116.

could be found among the writings of the authorities.

Viewpoints of Classroom Teachers

These aims were included in the questionnaire sent to teachers and in the questions asked in the personal interviews. Teachers were requested to check twice those aims which they considered very important, once those which they believed fairly important, and to cross out any which they felt valueless. In all seventy teachers checked the list with the results given in the tables below.[9]

The development of desirable attitudes seem on the whole to be considered more important by the teachers than the acquisition of knowledge, skills and habits. Of the latter, only "understanding basic political, economic and social trends in world history," "perspective for understanding contemporary issues" and "habit of reading articles about world affairs" were ranked in importance with the attitudes. Developing a"capacity for suspended judgment" was the only attitude checked less than one hundred times.[10] In view of the immaturity of tenth-grade pupils and the difficulty in achieving a "capacity for suspended judgment" even among supposedly educated adults, it is not surprising to find that teachers evaluate this as a less significant aim. It is surprising, however, to discover "learning the techniques of finding information" and "ability to recognize propa-

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[9] See pages 20 and 21.

[10] As each teacher was asked to check twice each aim considered "very important" it was theoretically possible for each aim to be checked one hundred forty times.

Table I

Teacher-Response to List of Objectives for World History

Aims	Number of Times Checked Out of Possible 140	Percent
I. Knowledge, skills and habits		
1. Techniques of finding information	93	66.4
2. Understanding generalizations and causal relationships	83	59.3
3. Understanding social, economic and political processes	90	64.3
4. Understanding basic political economic and social trends in world history	120	85.7
5. Habit of reading articles about world affairs	111	79.3
6. Ability to recognize propaganda	88	62.8
7. Perspective for understanding contemporary issues	114	81.4
II. Attitudes		
1. Tolerance and sympathy for people in other lands	124	88.6
2. Fairmindedness in weighing evidence	113	80.7
3. Capacity for suspended judgment	91	65.0
4. Love of world peace	111	79.3
5. Love of truth	106	82.9

ganda" rated so low. These have received much attention among leading educators in recent years and one would expect teachers in service to rate them more highly. Possible explanation of this situation may be found in the lack of facilities in many schools for instruction in the methods of finding information

and in the opinion that the ability to recognize propaganda can be more effectively developed in the "Problems of Democracy" course. In schools where that subject is not offered, the attainment of this objective would devolve upon the history courses.

Table II

Elimination of Objectives by Teachers

[11] Aims	No. of Times Unchecked (out of 70)	Percent	No. of Times Crossed Out (out of 70)	Percent
I. Knowledge, skills and habits				
1. Techniques of finding information	3	4.3	1	1.4
2. Generalizations and relationships	6	8.6	1	1.4
3. Social, economic and political processes	3	4.3		
4. Political, economic, social trends	2	2.9		
5. Reading about current problems				
6. Recognize propaganda	4	5.7	2	2.9
7. Perspective for contemporary issues	3	4.3	1	1.4
II. Attitudes				
1. Tolerance and sympathy	2	2.9		
2. Fairmindedness in weighing evidence	4	5.7	1	1.4
3. Capacity for suspended judgment				
4. Love of world peace and coöperation	1	1.4		
5. Love of truth	4	5.7		

[11] For full statement of these aims, refer back to p. 18

Few teachers would eliminate any of the objectives presented. Two crossed out "ability to recognize propaganda". "Learning the techniques of finding information", "understanding generalizations and causal relationships", "perspective for understanding contemporary issues" and "fairmindedness in weighing evidence " were each crossed out once. This is, of course, an extremely small proportion. A few more teachers omitted to check certain aims, although they did not cross them out. Those most frequently left unchecked were "understanding generalizations and causal relationships", "ability to recognize propaganda", "fairmindedness in weighing evidence" and "love of truth", but here again the proportion is very small.

Through the questionnaires and interviews teachers were invited to suggest additional civic aims. Unfortunately this request did not bear much fruit. Twenty-one teachers recommended other objectives, some of which repeat, in different words, the aims given on the questionnaire and others of which are definitely not civic aims at all.[10] The suggested aims which are primarily civic are re-stated in Table III which also indicates the number of times each was recommended by a teacher. If the majority of World History teachers had thought out for themselves simple, specific and meaningful objectives, it is reasonable to believe that more suggestions would have been forthcoming. The

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[10] E. g.,
"Preparation for college work and entrance examinations."
"To relate history to the study of English, French, Latin."
"Be able to recognize some of the great paintings."

paucity of responses is further evidence of the failure to formulate precise goals for social studies instruction.

Table III

Additional Aims Recommended by Teachers

Aims	No. of Times Suggested
1. Appreciation of democracy as best form of government and of the price paid for it in human struggle	4
2. Appreciation of our rich heritage from other lands, ages and cultures	3
3. Appreciation of contributions of great figures of history, especially the "heroes of peace"	2
4. Understanding of pupil's own social and economic position in world in which he lives	1
5. Return to religion as foundation for good citizenship	1
6. Ability to discuss social, economic and political problems openly in a group	1
7. Ability to do independent thinking	1
8. Appreciation of value of personal freedom	1
9. Building a vocabulary which will enable intelligent reading about current affairs	1

Objectives Recommended by the Author

World History should fulfill two major objectives: (1) the creation of intelligent, sympathetic and coöperative world citizens, (2) the development of a truer understanding and appreciation of democracy by placing it in its historical perspective. Probably few will quarrel with the contention that the first is a peculiar function of World History, but there may be many objections to the second. Nevertheless, I firmly believe

that a knowledge and appreciation of the long struggle by the English to attain our democracy, an understanding of the weaknesses and evils which undermined Athenian democracy and the Roman republic, and a knowledge of the main principles and practices of the various forms of autocratic government of the past and present can make very cogent contributions to an awareness of the internal dangers to democracy and to a firm determination to preserve the American form of government. One must study more than the history of the United States to come to a full realization of the fact that the price of democracy is eternal vigilance.

The definite aims which I am offering were chosen or constructed to meet these two major objectives. These recommendations repeat the more definite aims given by the authorities and the classroom teachers. A few others are my attempts to make more tangible and exact some of the vaguely expressed opinions of the experts. The remainder are the products of my own reflections upon the problem.

The objectives which I recommend are:

I. Knowledge, skills and habits

1. The technique of finding authentic information about historical facts and current world affairs
2. A vocabularly of social, political and economic terms which will directly aid intelligent reading about current world affairs. This vocabulary should be short and consist of only the most significant terms, as communism, fascism, dictatorship, imperialism, nationalism, Parliament, prime minister and premier, subject nationality, autocracy. (Probably not more than twenty or twenty-five concepts can be

thoroughly assimilated in one year by the average pupil. To have them become a part of his working vocabulary, they must be used over and over again in all their various connotations. Vocabulary lists should differ between communities and depend upon the amount of knowledge the pupils bring to the course.)

3. A knowledge of the basic principles and practices of the leading governments of the world as these affect international relations or throw light upon the strength and weaknesses of our own democractic system.
4. A knowledge of the real causes of war.
5. An understanding of the reasons for the existence of autocratic governments.
6. An understanding of the price, in human sacrifice, which has been paid for democracy.
7. A knowledge of the fundamental dangers which can undermine democracy from within, as:
   a. maldistribution of wealth and opportunity
   b. failure to solve persistent problems of poverty and unemployment
   c. inequality of political and civil rights and privileges among groups within a democratic country.
   d. prolonged and expensive wars
   e. lowering of public morality
   f. ignorance and indifference on the part of the majority of citizens and their failure to assume civic responsibilities
   g. deadening of individual initiative
   h. failure of democracies to act quickly in time of emergency
8. Ability to recognize propaganda.
9. An acquaintance with efforts to establish international peace and with the reasons for their failure.

II. Attitudes

1. An admiration of the work of the"heroes of peace" of all lands and all ages.
2. An appreciation of our rich heritage from other lands and ages.
3. Tolerance and sympathy for peoples in other lands and for people of other races in our own land.
4. Fairmindedness and willingness to hear and weigh evidence from all sides.
5. Love of world peace and an active desire for international coöperation.
6. A real and living interest in learning about cur-

rent world problems which will continue with the pupil after he leaves school.

7. A love of democracy, an appreciation of our personal liberties and a firm determination to keep the United States a democratic nation.
8. An appreciation of the importance and responsibility of each and every individual in building a just and strong democratic society.

The experiences and criticisms of other teachers could refine and improve this list. Any truly worthwhile set of objectives must be the outcome of the thought of many serious students of the question. The need for such coöperation among teachers of World History is obvious, if the subject is to fulfill its greatest possibilities. These objectives are given here in the hope that they will prove useful to other teachers and that they may stimulate more widespread thinking and action upon the problem of aims for World History instruction.

CHAPTER III

MATERIALS AND METHODS MEETING CIVIC AIMS

Need for Careful Selection of Materials for Civic Purposes

When one has arrived at the conclusion that the civic objectives of World History are of primary importance[1] and has subscribed to Snedden's theory that only certain materials of history possess civic value,[2] the next step clearly becomes the conscientious selection of those materials which can best achieve the accepted civic aims. There are many "areas" of history which can be so taught as to convey valuable civic lessons, but it is not wise to include all of them in a one-year course in the tenth-grade. The question then becomes:"Which of the possible 'areas' will most effectively aid in the realization of our civic aims?" After this step in the process of selection is completed, it will be found that, among the "areas" chosen, there are some in which the civic and personal-appreciation contents are so closely intermingled that care must be exercised to choose and emphasize the civic content, lest it become eclipsed by the other. Greek history and the Renaissance period are excellent examples of this intermingling. In presenting either period one may be tempted to dwell almost exclusively on the artistic side, neglecting or minimizing the tremenduous lessons which Athenian democracy can teach, or forgetting the upheavals in political thinking begun by the Renaissance. So it becomes apparent that not only

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[1] See p. 3 above and chapter II.

[2] See p. 4 above

must the "areas" of instruction be thoughtfully chosen, but the content within these "areas" must be thoroughly sifted for its civic potentialities.

To gather data for this part of the thesis teachers interviewed were asked to name the periods (or topics) and type of content which they believe should be most emphasized in World History to accomplish its civic purposes. Fourteen interviewees responded to this request with intelligent and most varied comments. Seventeen answers to the questionnaire also inadvertently brought fuel to this fire through criticisms of textbooks suggesting deletion of certain materials and more comprehensive treatment of others. On certain points a high degree of unanimity exists among these answers; on other points there is a wide divergence of opinion. Compromising and evaluating these differences, a composite picture has been drawn of the materials supposedly contributing most to the fulfillment of the civic purposes of World History.

Any statistical tabulation of this data would be difficult and of slight value because of the diversity in form and content of the responses. Teachers interviewed were not asked to check any list of topics or to rate any given items. They were simply asked two direct questions: (1) "To what periods or topics would you devote the most time in order to meet the civic objectives of World History instruction?" and (2) "What type of materials would you emphasize in these periods or topics?"[3] It can easily

[3] It was thought best to put the questions in this manner, however, in order not to stifle originality in answering.

be surmised that the answers to these questions, like the statements on the questionnaires, range over a broad field and do not lend themselves to the constraints of tabulation. One teacher's statement may in part differ from, and in part overlap, another's, thus making reduction to statistical tables, without sacrifice of vitality, well-nigh an impossibility.

Periods of History Warranting Most Attention

To organize an ideal course the majority of teachers would devote most time and energy to modern history, although they would include Greek and Roman history, the origins of English democracy and the beginnings of nationalism. "Modern history" has different meanings for different teachers however. Although they agree that it is most important, they do not agree as to just how "modern" it should be. One went so far as to say that half the course should be devoted to the years since 1900; another would push this back to 1870; but many more would go back to 1492 or even to 1400. Primitive man, ancient civilizations other than Greek or Roman, church history and the Middle Ages[4] would be omitted or telescoped into a short period of study. Opinions concerning the importance of the Renaissance and Reforma-

[4] In answering the questionnaires seven teachers volunteered the suggestion to omit primitve man, eight early civilizations, four the Middle Ages and two church history. In the interviews only one teacher indicated a desire to include early civilizations, one church history and two the Middle Ages, while two were definitely opposed to inclusion of primitive man, four to early civilizations, two to the Middle Ages and one to church history. On the other hand five interviewees wished Greek and Roman history to be given greater attention and others would include Greek government as part of the story of the growth of democracy.

tion are about evenly divided.[5] In the period 1500 to 1914 the Industrial Revolution with its political, economic and social consequences, the growth of English democracy, the French Revolution and nationalism would receive consideration in the order mentioned.[6] The World War and Treaty of Versailles, post-War trends and recent social progress would round out the course.[7]

Content of Greatest Civic Value

As regards the civic values of political history there was sharp division of opinion among the teachers interviewed. Half would turn the spotlight on this aspect of history more than on any other, tracing the development of political forms and comparing and contrasting the framework of different forms of government. The other half would not by any means make political history so prominent and would avoid details and technicalities, particularly those concerning political changes of the nineteenth century. This division of opinion may result somewhat from the teachers' own personal interests and somewhat from their conception of what constitutes political history. If it means

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[5] Five wanted to include the Renaissance and four the Reformation, while as many others would omit them. The remainder were neutral on this matter.

[6] Other topics suggested by one or two teachers only were: growth of society, American Revolution, growth of empires, colonial struggles of European nations.

[7] Present trends (especially in government) was suggested by more teachers than any other single topic. Only one mentioned World peace as a separate topic.

details of constitutional change, innumerable charts of divisions and subdivisions within the governmental structure and opposing party policies of the past, it should be discarded for its only service will be to lull the pupils to sleep unless they can find more entertaining activities of their own making. If, on the other hand, it means an exploration to discover the underlying principles of existing governments for the purpose of clarifying pupils' conceptions of our own government and of international policies and the development of an appreciation of the direct and personal relationship between the government and the life of each individual, the inclusion of political history is quite a different matter. Probably extremely few teachers would object to this type of political history if they had the books, facilities, time and ingenuity to organize its study in such a manner. This belief finds support in the number of teachers who would give more time to present (or post-War) governmental trends, but would omit very largely political history of the past. It seems safe to assume then that the content of our ideal course will include political history minus its details and technicalities which deaden pupil interest. The political history chosen will be only that which has direct and easily comprehended meanings for the present.

The social and economic aspects of history will be given thorough attention.[8] As was indicated above this part of the

[8] Nine interviewees urged study of social aspects, seven economic aspects. Eight of the seventeen persons touching upon this problem in their answers to the questionnaire especially stressed the importance of the social aspects of history.

course would hinge pretty largely about the Industrial Revolution and the changes which it has brought and is still bringing to men's lives. Economic literacy and an understanding of social structures and processes will be the criteria for choosing content here. The unsolved economic and social problems caused by industrial changes would be presented as a challenge to the citizens of tomorrow. The effects of recent technological developments upon employment and individualism and the increasing need for coöperation would be made prominent.

The pupils would become acquainted with the contributions of individuals to civilization, particularly those made by the "heroes of peace". These would be chosen to inspire the pupils' admiration and arouse their ambition to try to benefit humanity. All unimportant names which confuse the pupils would be strictly omitted. The causesof war would receive considerably less attention than the "heroes of peace".[9] All details of military history would be discarded as worthless.[10] Dates are held in almost as much contempt.[11]

The contents of our course will be, therefore, those social, economic and political facts and ideas which clarify the present and stimulate the individual to act to correct unsatisfactory conditions and improve human welfare. Deadening technicalities, con-

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[9] Three would include this as against six who would spotlight the "heroes of peace".

[10] Eight were most vigorous in their opposition to military history. No one favored its inclusion.

[11] Six protested against teaching dates.

fusing names and dates, meaningless detail which only clutters up the pupils' minds will be deleted.

Methods Which Best Meet Civic Aims

The periods or topics of World History and their content are the threads from which the course is woven; the effectiveness of its pattern depends upon the methods and skill of the weaver. The four general methods of teaching history or modern problems in the public schools are succinctly stated by Bruner:[12]

> "1. Teaching formal history, with little or no reference to the fundamental aspects of modern social and economic problems.
> 2. Teaching the different periods of history but contrasting or comparing the problems of each period with those of today and giving ample time to the discussion of present-day aspects of the various problems.
> 3. Teaching modern problems almost exclusively, little or no attention being paid to historical background.
> 4. Teaching modern problems but tracing the historical background of the various aspects of each problem."

These can, of course, be used separately or in combination. Of these four methods, the second bears the best results in Bruner's estimation. The first is ruled out on the ground that it does not fulfill many of the civic aims for history teaching. It leaves the pupil without any enlarged understanding of the present or appreciation of his civic responsibilities. The third and fourth methods, because of their disregard of chronological development, confuse the pupils and rob them of the values of historical perspective. Also the temptation exists to center

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[12] Bruner, Some Suggestions for the Study of Modern Problems, pp. 45-46.

these organizations around current problems which may have only transitory importance to the neglect of more essential matters.

The teachers who answered the questionnaire and those inter-

Table IV

Methods of Teaching History Used by Teachers Answering Questionnaire

Methods	Number Using Method Exclusively	Number Using Method in Combination with Other Methods
1. Formal history with little reference to modern problems	5	21
2. Chronological order with ample time for comparison and contrast with modern problems	13	23
3. Modern problems exclusively with little attention to historical background		6
4. Modern problems with thorough attention to historical background	3	22
The combinations most frequently given were: 1 and 4; 2 and 4		

viewed indicated which of these methods they use in World History. The questionnaire showed the second method to be the most popular, with the first coming in a poor second. It is possible that follow-up interviews or visits to their classrooms might prove that many teachers who claim to use this method are really in actual

practice using the first method. The frequent combination of methods 1 and 4, which are so incompatible, would indicate that these answers are not absolutely valid. This supposition is also substantiated by the results of the interviews which put the first method decidedly in the lead. (Interviews, of course, give opportunity for more minute questioning.) Regardless of this difference in answers, it is clear that chronological organization is still held in high favor among teachers. This may be, in part, influenced by the fact that textbook arrangement is not conducive to the use of methods 3 and 4. Two teachers said they had tried counter-chronological organization in the past but abandoned it because of the confusion it caused the pupils, so as Bruner contended, this is another reason for not utilizing these methods.

Table V

Methods of Teaching History Used by Teachers Interviewed

Methods	Number Using Method
1. Formal history with little reference to modern problems	7
2. Chronological order with ample time for comparison and contrast with modern problems	4
3. Modern problems exclusively with little attention to historical background	2
4. Modern problems with thorough attention to historical background	2

One interviewee claimed to use all four methods, but no one else who was interviewed claimed a combination of methods.

In the interviews teachers were asked what procedures or teaching devices they have found useful in arousing pupil interest in the civic aspects of World History study. With one notable exception[13] which will be discussed at greater length in the final chapter, this failed to reveal any radical innovations or departures from the accepted techniques. This is not a condemnation of customary procedures, but purely a statement of fact. Two interviewees depend for stimulation upon the general plan of organization of materials; one on the unit method and the other upon the laboratory problem plan. The other interviewees mentioned only classroom procedures or devices for motivation. Informal discusssion, arguments and debates were mentioned by eight teachers; individual projects by seven; discussion of current events, comparison with present, map study and reports by three; socialized recitation and current materials for bulletin boards by two; problems to solve, group projects and comparison with other subjects by one each. It will be noted that most of these devices require no group activity or coöperation, but are individualistic. Most of the projects observed had no civic value, but rather personal-appreciation value (if any at all). Modelling in soap and clay, constructing model battering rams and guillotines, copying stained glass windows and making scrapbooks about Renaissance artists have no visible civic value. Certain notebook work and the drawing of cartoons may have some de-

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[11] Gamaliel Bradford High School in Wellesley

gree of civic worth comparable with the amount of time spent upon them.

The majority of World History teachers evidently still organize the materials of instruction on a chronological basis, but one is tempted to suspect that the amount of time devoted to comparison and contrast with present problems is rather meager and this suspicion is strengthened by the findings reported in the next chapter. Although there is some use of the laboratory method and supervised study,[14] informal classroom discussion is depended upon quite largely to arouse interest. The devices for motivation are chiefly individualistic and not coöperative undertakings. World History, in spite of its peculiar civic aims, is taught very much as are other subjects.

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[14] One interviewee and two answers to the questionnaire indicated use of supervised study.

CHAPTER IV

WORLD HISTORY IN MASSACHUSETTS HIGH SCHOOLS

Present Status of Course in Massachusetts High Schools

Turning now from the ideal to the actual, a picture will be presented of World History as it is taught in Massachusetts schools. Before this is done, it will be well to give certain cogent facts relative to the status of World History in the curricula of the high schools of the state and to explain the method of compiling information for this chapter. Again the questionnaires and interviews were used to gather data and, in this case, the interviews were by far the more satisfactory source. On the questionnaire was given a long list of topics with numerous subheadings. These were arranged largely in chronological order and attempted to include every "area" of history which might conceivably be considered part of a World History course. Teachers were asked to check twice those items which they particularly stress in their teaching and once those which they include but do not emphasize. Forty-nine teachers answered this question, but five did not, or could not, because of radical variations in plan of organizing materials from the chronological system given. The form of this question did not allow for much originality in answers and the interviewees were not held to any such precise list. Through the interviews teachers were asked the amount of class time they devote to the large periods or topics in World History and to tell just what information and ideas

of each period or topic they most emphasize in their teaching. Due to differences in schedules of classes among schools, it was not possible to compare the exact amount of class time devoted to the study of each topic in the different schools; so, for purposes of comparison, the figures were converted into percents as shown in the tables below. The answers regarding the information and ideas most stressed were exceedingly varied, but, on the whole, they fall into general patterns which appear in our composite picture of World History as actually taught.

In the year 1938-39 World History was offered in one-hundred twelve of the two-hundred fifty-seven Massachusetts high schools.[1] It is offered as frequently by the large schools as by the small, in fact the frequency of its occurrence is very evenly distributed among the various classifications of senior high schools. It is most often offered in the tenth grade[2] and is usually an elective subject, although seven reporting schools require all pupils to take it and in ten schools it is a required subject in certain curricula (general, civic, social arts, etc.). In three schools it is a requisite in all non-college preparatory curricula. On the whole it is presented to the less able and less interested pupils. One-third of the teachers interviewed described it as a "dumping ground" for the low-intelligence groups and others indicated that it is usually offered for the less able pupils, al-

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[1] Figures are not available for 1939-40

[2] 28 schools reported offering course in 10th grade only, nine offer it for the tenth and other grades.

though in some schools brilliant ones choose it as an extra subject or becuase of a previously aroused interest in history. In replying to certain questions on the questionnaire many other teachers implied that their classes consist rather largely of pupils of lower intelligences. These facts should be constantly borne in mind when selecting and organizing materials for a course in World History. Another important element to be remembered is the tools which are available for the pupils' use. Fifty-nine percent of the schools reported the use of only one textbook, while the remaining schools listed several texts in regular use or available for reference work. In only three of the schools where interviews were conducted are there libraries with good historical materials. Two of these also are wel supplied with current magazines and newspapers.

In summing up the status of World History in Massachusetts, we find that it is offered in less than half the senior high schools, the majority of which provide very limited resources for the study of history. It is customarily offered in the tenth-grade, but may be elected by upperclassmen, making class groups of varying degrees of maturity. These classes are also mostly populated by the mentally slower and less studious pupils, although outstanding ability is represented often enough to deserve serious attention upon the part of the teacher. All these facts should be constantly kept in mind while reading the ensuing paragraphs, for they, with the outline for an ideal course given in the previous chapter, determine and color the comments and criticisms of the

course as it is actually taught.

Time Devoted to Various Periods or Topics of Study

The reader will recall that the majority of teachers believed that most time and emphasis should be placed upon modern history, prefaced by accounts of Greek and Roman civilizations, the origins of English democracy and the beginnings of nationalism. It seems rather astonishing, therefore, to find that, on the average, only slightly more than half (57.7%) of the class time is actually spent on the years since 1500. This may not be as startling in itself as the fact that only 9.3 percent of the time is spent upon the World Today (since 1920) and exactly the same amount of time is given to the study of ancient Greece. Latin America and the Far East (in the 20th century) receive only .2

Table VI

Proportion of Time Spent Upon the Three Main Periods of World History

Period	Average	Low	High
1. Ancient Times	27.2	0[3]	48
2. Middle Ages, Renaissance and Reformation	18.1	6.6	25.6
3. Modern Times	57.7	32.4	93.4[3]

percent of the time(in fact, none in most schools), whereas

[3] Middleborough

Roman civilization and the Middle Ages receive 8.9 and 9.4 percent respectively. The Industrial Revolution, which in the ideal course would be the most important topic of study in the period

Table VII

Proportion of Time Spent Upon Particular Periods of World History

Periods	Average	Low	High
1. Ancient Egypt and Near East	7.7	0	15.3
2. Civilization of Ancient Greece	9.3	0	17.7
3. Roman Civilization	8.9	0	21.3
4. Middle Ages	9.4	0	19.2
5. Renaissance and Reformation	8.7	4.8	11.5
6. Growth of Nationalism and Autocracy in the 16th and 17th Centuries	6.3	2.7	10.0
7. Struggle for Colonies and Commercial Supremacy	5.5	2.7	9.8
8. Industrial Revolution and Social Reform	5.6	1.4	12.3
9. French Revolution and Napoleonic Era	6.6	2.6	16.1
10. Struggles for Nationalism in the 19th Century	8.5	1.3	14.1
11. Imperialism in the 19th century	4.8	0	14.1
12. Increasing International Activity in the 19th Century	4.6	1.3	12.4
13. The World War	4.6	0	12.4
14. The World Today	9.3	0	23.6
15. Latin America and the Far East	.2	0	2.6

1500 to 1900, is actually presented in 5.6 percent of the time. In some schools so much time is given to the study of Ancient Times and the Middle Ages that practically no time is left for the nineteenth and twentieth centuries. Extreme examples of this are two cases in which no time at all or only two weeks were left for the years since the French Revolution. At the other extreme is the instance in which no time is devoted to Ancient Times; incidental notice given to the Middle Ages, Renaissance and Reformation and 93.4 percent of the class time spent upon Modern Times.

In this school, the World Today is approximately one fourth of the year's work. Table VII gives in percent the average amount of time devoted to the general topics or periods and also the smallest and largest proportions of time given to these periods.

Apparent Teacher Emphasis

The actual amount of time spent upon a particular "area" of history is not so important in itself as the information or ideas which are stressed during its presentation and study. Hence every teacher interviewed was asked to state the facts and ideas which he tries particularly to "get across" through the study of each of the periods or topics given in Table VII. Not all teachers interviewed were able to do this for all the topics, but, nevertheless, a representative sampling has been obtained. In the following outline are listed again the general periods or topics of World History with the points emphasized by the various teachers given as subheadings. After each point is indicated in parentheses the number of times it was mentioned.

Ancient Egypt and the Near East

1. Cultural and economic contributions to civilization (8)
2. Reasons for rise of civilization in this region (3)
3. Nature and methodology of history (1)
4. Living conditions (1)

Civilization of Ancient Greece

1. Athenian democracy (9)
2. Sculpture, architecture and painting (9)
3. Literature and drama (7)
4. Philosophy (6)
5. Geography of the Mediterranean area (2)
6. Athletics (2)
7. Science (1)
8. Living conditions (1)

Roman Civilization

1. Roman law and government (8)
2. Reasons for the fall of the Empire (5)
3. Expansion of the Republic (2)
4. Causes of the downfall of the Republic (2)
5. Comparison of conditions in ancient Rome with modern conditions (2)
6. Architecture (2)
7. Comparison of struggle between Rome and Carthage with present war (1)
8. Geographical factors influencing Roman history (1)
9. Pax Romana (1)

Middle Ages

1. Church history (8)
2. Feudalism (7)
3. Mode of life (2)
4. Lack of personal freedom (2)
5. Growth of commerce and trade (2)
6. Scholasticism (1)
7. Crusades as an intellectual stimulus (1)

Renaissance and Reformation

1. Paintings (6)
2. Science and development of scientific thinking (4)
3. Geographical knowledge and exploration (2)
4. Contributions of outstanding individuals (2)
5. Need for religious toleration (2)
6. Growth of printing (1)
7. Literature (1)
8. Effects upon democracy (1)
9. Revival of learning (1)

Growth of National States and Autocracy in the 16th and 17th Centuries

1. Development of English democracy (4)
2. Downfall of feudalism (1)
3. Growth of important nations (1)
4. Absolutism of Louis XIV (1)
5. Forces leading to present situation (1)

Struggle for Colonies and Colonial Supremacy

1. Building the British Empire (4)
2. The American Revolution (2)
3. Motives for colonization (1)
4. Relation to nationalism (1)
5. Imperialism - causes, results and evils (1)
6. Mercantilism (1)

Industrial Revolution and Social Reform

1. Resulting social changes and problems

2. Inventions (1)
3. Effect on politics (1)
4. Effect on development of own community (1)
5. Liberal ideas of philosophers and economists (1)
6. "Laissez-faire" vs. mercantilism (1)
7. Beginnings of socialism and collectivism (1)

French Revolution and Napoleonic Era

1. Causes of the French Revolution (5)
2. Constitutional changes 1789 to 1799 (2)
3. Napoleon's attempts to unify Europe (2)
4. Ideals of revolutionists (2)
5. Congress of Vienna (1)
6. Causes of Napoleon's failure (1)
7. Comparison of Napoleon with modern dictators (1)
8. Conservative democracy vs. proletarian rule (1)

Struggles for National Strength and Democracy in the 19th Century

1. Social and political reform in England (3)
2. Unification of Italy and Germany (2)
3. Futility of rampant nationalism (2)
4. Desirability of democracy (1)
5. Growth of democratic ideas and practices (1)
6. Napoleon III and Second French Empire (1)

Growth of Empires in the 19th Century

1. Means and methods of empire-building (3)
2. Colonial empires of today with map work (2)
3. Reasons for acquisition of empires (1)
4. Advantages and disadvantages of expansion (1)

Increasing International Activity of the 19th Century

1. Possibility of peaceful methods of settling disputes (2)
2. Nationalism as an obstacle to internationalism (1)
3. Systems of alliances and reasons for their formation (1)

World War

1. Causes (5)
2. Results (2)
3. Injustices of the Treaty of Versailles and their relation to the present war (3)
4. Impossibility of an ideal peace (1)

The World Today

1. Modern art and music (2)
2. Scientific progress (2)
3. Representative modern governments (Great Britain, France, United States, Switzerland, Italy, Germany, and Russia (2)

4. New ideas of life (1)
5. Comparison of life in ofreign countries with life in the United States (1)
6. Attitude of the United States towards European troubles (1)
7. Reasons for failure of disarmament (1)
8. Idea that some countries are not ready for democracy (1)

Latin America and the Far East

1. Emergence of modern China and her troubles (1)

Upon reading this outline certain divergences from the ideal course are immediately apparent. Also apparent are the great emphasis upon the personal-appreciation values of ancient history and of the Renaissance (the Reformation receives little attention, by the way); the amount of "deadwood" which is included in the study of the Middle Ages, Growth of National States and Autocracy, Struggles for Colonial Supremacy, Industrial Revolution and Social Reform and the French Revolution and Napoleonic Era; and the general avoidance of post-War trends in government and reasons for the failure to establish a lasting peace.

In view of the decision that the ideal course would avoid all deadening technicalities and its contents be those social, economic and political facts and ideas which clarify the present and stimulate intelligent and coöperative social action, some of the sub-topics suggested stick out like sore thumbs. The civic lessons (or even personal-appreciation values, for that matter) of medieval church history, feudalism, scholasticism, ideas of eighteenth century philosophers and economists, French constitutional changes 1789 to 1799, Congress of Vienna, Napoleon III

and Second French Empire and the pre-War systems of alliances and reasons for their formation seem rather remote for tenth-grade youngsters to grasp and apply to current problems. The course would gain if these were discarded as "deadwood", and so much detail, meaningless to the pupils, thereby removed. The American Revolution and the attitude which the United States should adopt towards European difficulties, while not "deadwood", would seem to belong more properly in the course in United States history. Certainly the average high school boy or girl fights the American Revolution enough times before graduation without dragging it into a course in World History. Undoubtedly experienced teachers could set forth strong arguments for the elimination of other sub-topics, but those mentioned above seem to be the most indisputably excess baggage.

Having disposed of certain contents of this outline as "deadwood" or ill-chosen for this course, the next matter for consideration is the large amount of material included largely for its personal-appreciation values. Since World History should be taught primarily for its civic worth, such material must be banished or soft-pedalled. With the exception of Athenian democracy Roman law and government, causes of the downfall of the Roman Republic and Empire and comparison of conditions in ancient Rome with modern conditions, information and ideas of distinctly personal value are decidedly in the foreground in the study of Ancient Times and Middle Ages. A few other items of possible civic value are mentioned, but so infrequently as to be very ef-

fectively eclipsed. When one remembers that nearly one half of the course is ordinarily devoted to Ancient and Medieval Times, the preponderant emphasis upon personal-appreciation contents takes on its real significance. If personal-appreciation aims take precedence in the first half of the course and the second half is partially cluttered up with "deadwood", much of the force of the drive towards civic objectives must be dissipated or entirely lost.

The failure of the course to finish with vigorous emphasis upon civic content also hinders the accomplishment of its civic aims. In the ideal course post-War trends, especially in government, and recent social progress would be the final notes upon which the general theme would be finished. Actually,however, little time is left for the World Today and in its study modern scientific progress, art and music share first place with modern governments. No mention is made of post-war attempts to establish peaceful methods of settling international disputes, world-wide trade barriers and definite backgrounds of the present conflict. Perhaps it is felt that the present is too much with us to be clearly seen and taught, but if the study of history cannot shed some light upon the chaos one of the values claimed for it must be cancelled. One is tempted to suspect that the reasons for avoiding the present are more practical and less theoretical. Equipment for the study of recent affairs is expensive in money and in teachers' energy. The teacher who selects current materials wisely must read among them and weigh their value soundly. Some

teachers do not have time to do this, others do not care to take the time and still others lack thorough and scholarly training in the subject matter which would enable them to recognize contemporary trends and to know how to choose current materials. In other words some teachers have not had a sufficiently sound academic background to enable them to digress from, or go beyond, the textbooks.

The questionnaire made no effort to obtain such precise data regarding class time spent upon different "areas" of World History. Such a question requires an expenditure of time and energy to answer that it would have discouraged most teachers from trying to fill in the questionnaire in the first place. It proved difficult enough to secure this information through the interviews where more persuasion and persistence could be brought to bear on the victim. By checking an extensive list of items on the questionnaire, however, the teachers could indicate those facts and ideas which they include and those which they particularly emphasize. In most instances these agree with and substantiate the data gained from the personal interviews.

According to the answers to the questionnaire the greatest stress is laid upon these items:

1. Athenian democracy
2. Greek culture (art, drama, literature and philosophy)
3. Fall of the Greek city-states
4. Roman culture
5. Rise and spread of Christianity
6. Renaissance
7. Reformation
8. French Revolution and Napoleonic Era
9. Industrial Revolution

10. Causes of the World War
11. World War and Treaty of Versailles
12. Post-War trends in government [4]

The form of the question did not allow for any exact statements regarding what content is given the spotlight in presenting these topics but undoubtedly they follow the same general patterns outlined by the teachers interviewed. It is interesting to note that certain topics apparently receive more attention from these teachers than from the interviewees. The fall of Greek city-states and the rise and spread of Christianity were not mentioned by the interviewees, while the Reformation, Industrial Revolution and post-War trends in government were slidden over very lightly.

From these answers it is also found what items are emphasized the least. These are:

1. Introductory library lesson
2. Primitive man
3. Aegean civilization
4. Ancient Far East
5. Ancient West
6. Eastern Roman Empire
7. Revolt in the Netherlands
8. American Revolution
9. Reaction vs. reform in the 19th century
10. Reform in the United Kingdom in the 19th century
11. Small countries of Europe in the 19th century
12. Imperialism in the East
13. Latin America
14. Fine arts in the 20th century [5]

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[4] The number of times each item was checked (out of a possible 98) is given on the copy of the questionnaire in the appendix.

[5] This represents a different opinion from the answers given by the interviewees who rank this item and progress in applied science in importance with post-War governments.

Very few teachers crossed out many items as "deadwood", only a small proportion of items on any paper was not checked at least once. Those most often deleted are, in the order of the frequency of their deletion:

1. Latin America
2. Small countries of Europe
3. Fine arts in the 20th century
4. Ancient Far East
5. Ancient West
6. Imperialism in the East
7. Introductory library lesson
8. The New Orient
9. Progress in applied science in the 20th century
10. Reaction vs. reform in the 19th century
11. Growth of coöperation among nations
12. Revolt in the Netherlands

This list pretty much duplicates the preceding one and, with certain exceptions, it is easy to see why teachers omit these items. Fine arts and progress in applied science in the twentieth century have unmistakable personal-appreciation values but belong more appropriately in the art and science courses. The poor showing made by the introductory library lesson, although disappointing, is in line with the low rating given "learning the techniques of finding information" among the civic aims for World History. The ancient Far East and West and revolt in the Netherlands are definitely"deadwood" for high school youngsters and one only wonders that not more items were assigned to this category. Certainly the Homeric Age and development of Greek city-states, Alexander and the spread of Hellenic culture, the Eastern Roman Empire, the rise and spread of Mohammedanism, the church in the Middle Ages and reapportioning the continent of Europe at the Congress of Vienna have as little, if not less value - civic or per-

Boston University
School of Education
Library

sonal-appreciation - than Latin American, imperialism in the East, growth of coöperation among nations and the new Orient. If the latter group is to be discarded, surely the former should be also. Even then the course will include too many facts and ideas to be assimilated for civic use in one year by tenth-grade pupils.

World History as actually taught in the schools of Massachusetts does not measure up to our ideal. Too much time is expended upon Ancient and Medieval Times and too little on Modern Times, especially upon the recent past. The first part of the course is devoted extensively to those facts and ideas which have high personal-appreciation values, but are lacking in direct and immediately applicable civic worth. Throughout the course, and especially in the second half, is scattered a great deal of "deadwood" which vitiates the effectiveness of the civic content. Post-War governmental trends and recent social progress are not made as significant as their importance warrants. Above all else the course includes far more material than can be absorbed and understood by the boys and girls of the age and intelligence usually found in World History classes. Even if all this material had direct, specific and immediately meaningful values, there would not be time to present it to these pupils or for them to make the thorough and intelligible applications to present problems which are necessary for a fulfillment of the civic objectives of the course.

CHAPTER V

ANALYSIS OF REPRESENTATIVE TEXTS

Role of the Textbook

The most important factor in determining the actual content of World History courses is the textbook. To depart radically and successfully from the text requires a fairly extensive library and wide knowledge, originality and initiative on the part of the teacher. Even with all these resources the teacher may not be able to organize the course just as he wishes, for to do so requires more time than many teachers can afford to give to any single phase of their work. Statements made on the questionnaires and in the interviews reveal the dependence of teachers upon the text. Many believe that much material should be deleted but, with texts organized as they are, to omit anything "would leave serious gaps." So it seems that the responsibility for the failure of teachers to live up to the standard they set for themselves should be laid, in part, on the doorsteps of the writers of the texts. An analysis of the content of the three texts most frequently used in Massachusetts has confirmed this suspicion.

Man's Great Adventure[1] by Edwin Pahlow is by far the most popular text with fifteen schools reporting its exclusive use and four its use in combination with other texts. Units in World History by Greenan and Gathany and Today's World by R. O. Hughes practically tie for second place; the latter being used exclusive-

[1] The 1932 edition was analyzed as most schools do not have the revised version which differs little from the 1932 edition.

ly by seven schools and the former by six schools exclusively and by two in combination with other books. The contents of these books were measured page by page and divided into three main categories: civic materials, personal-appreciation materials and "deadwood".

Criteria for Judging Contents

Before assigning any part of the text - whether written matter, pictures, maps or study aids - to the classification of civic content, three questions were asked: (1) Does it clearly and directly aid in the accomplishment of any of the civic objectives for World History? (2) Can it meet the qualifications for inclusion in the ideal course as laid down by the teachers in chapter III? (3) Is it a repetition of information or ideas previously presented in the book or through other courses[2]? If the answer to the last question was unfavorable, the material under consideration was assigned to the "deadwood" category without further questioning. If the answers to the first two questions only were unfavorable, it was next considered for its personal-appreciation values. Here was asked the question: Does it aid in the creation of those visions, interests and appreciations which make the pupil's personal life richer? If it does not pass this second test, it must be cast out as "deadwood". In most cases judging materials was not too difficult, but in some instances it was hard to draw the line between worthwhile content

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[2] E. g., the American Revolution

and "deadwood" or between civic and personal-appreciation content. In these cases the manner of presentation by the author played a large part in determining their disposition, for one author might give a "civic" twist to the facts written, while another might dwell more on the personal-appreciation angle and a third hand out only hard, dry facts minus any interpretation. The last treatment would be so dull that any possible civic or personal-appreciation values would be lost.

Space Devoted to Three Main Divisions of History

Before digging into the actual results of the analysis of the texts, a few facts about the amount of space given to the three large periods of history may be pertinent. In Man's Great Adventure approximately 41 percent of the materials deal with Modern Times whereas in Today's World and Units in World History about 55 and 57 percent respectively are about Modern Times. Therefore only the last mentioned book contains an amount of material about the modern period comparable with the time devoted to it by the teachers.[3] Pahlow's book runs highest (35%) on ancient history content and Greenan and Gathany's the lowest (6%). The latter book devotes more space to the Middle Ages than the other two books. Unfortunately for comparison between textbook content and teaching procedure, none of the teachers interviewed uses one of these texts exlusively and the responses to the questionnaire are not precise enough to allow for this

[3] 57.7%

comparison. If sufficient data were available it would be interesting to figure the correlation between the space devoted to these periods by the texts and the amount of time given them by the different teachers. For the present study, however, the amount of space taken by the different types of contents has more significance.

Table VIII

Amount of Space Devoted to Three Main Periods of History by Representative Texts (in percent)

Name of Text	Introduction	Ancient Times	Middle Ages	Modern Times
Man's Great Adventure	5.98	34.68	18.39	40.85
Units in World History	1.57	5.62	35.92	56.89
Today's World	2.00	22.68	20.80	54.62

Space Devoted to Civic Materials

In consumption of space, civic materials have the edge over personal-appreciation materials and "deadwood" in all three texts. Fahlow also includes more introductory material designed to awaken pupil interest in the study of history and to explain the historian's methods in unraveling the story of the past. Although Fahlow devotes so much space to Ancient Times, most of this material is decidedly worthwhile. The civic content of this part of the book is high (60%) and the author makes clear and practical comparisons and contrasts between ancient and modern problems. This is most marked in his discussion of Athenian democracy and

the causes of the fall of the Roman Republic and Empire. In the section of his book on the Middle Ages,[4] however, the civic content is extremely low (18%), but for Modern Times it soars upward again to 73 percent. In Today's World only 33 percent of of the materials on Ancient Times are civic in nature, the medieval period only 11 percent and for Modern Times 57 percent. Units in World History in its incidental treatment of the ancient period puts civic content first (40%), almost wholly neglects civic content in the discussion of the Middle Ages (7%) but again puts it in the lead for the modern period (58%). From the maze of these

Table IX

Amount of Space Devoted to Different Types of Contents in Representative Texts
(in percent)

Text	Introduction	Civic Content	P-A Content	Deadwood	Blank Space
Man's Great Adventure	5.95	54.39	30.09	7.7	1.87
Units in World History	1.57	36.95	29.99	28.96	2.53
Today's World	2.00	40.48	27.77	29.34	.41

figures, certain generalities emerge rather forcefully. First, for civic purposes the textbook discussions of the Middle Ages are practically worthless. Second, only Pahlow devotes more than one half of the space on ancient history to civic content or

[4] Throughout this chapter the term "Middle Ages" includes also the Renaissance and Reformation.

makes any consistent effort to apply its lessons to current problems. Moreover, except for Pahlow's book, the proportion of civic materials about Modern Times is not as great as one would expect or as the teachers would apparently desire for their ideal course.[5]

Personal-Appreciation Content

Table IX shows that there is little appreciable difference in the amount of space devoted to personal-appreciation materials among the texts. Man's Great Adventure and Units in World History are approximately 30 percent personal-appreciation content, and Today's World falls only 2 percent behind. In the last named book this type of material consumes 49 percent of the space on Ancient Times, 42 percent on the Middle Ages and 15 percent on Modern Times. The figures are practically the same for Units in World History.[6] In Man's Great Adventure the personal-appreciation contents fill 61 percent of the account of the Middle Ages, 33 percent of the account of ancient civilizations and 18 percent of Modern Times.

Pictures fill a large proportion of the personal-appreciation space in all the texts. In Pahlow's book pictures take approximately 29 percent of this space, in Greenan and Gathany's 30 percent and in Hughes' 39 percent.[7] This is in marked contrast to the proportion of pictures in the civic content of the books.

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[5] See pp. 30-33 in Chapter III

[6] 41% of space on Ancient Times, 51% on Medieval, and 16% on Modern

[7] To be exact, 28.8%, 30.2% and 38.7% respectively

Only Man's Great Adventure has a conspicuous number of pictures (12%)[8] in its civic materials. Undoubtedly the larger proportion of pictures of personal-appreciation value can be explained by the greater facility with which they are procured. Beyond a few illuminating cartoons, pictures conveying clear and direct civic lessons are hard to find. Fahlow's ingenuity in finding or constructing these is highly commendable.

Deadwood

Not much can be said about this type of material except to deplore its presence. When textbooks are as weighty as the texts of today and so much illuminating and stimulating description has to be omitted, it is certainly flagrant waste of space to include any valueless information, to say nothing of giving about 30 percent of the space to such. On the deadwood pile are heaped all repetitions, meaningless and deadening details, facts which are uninteresting or beyond the comprehension of high school youngsters, and vague and unsupported generalities.

Comparison of this Analysis with Present World History Instruction

After completion of this analysis of the content of the World History texts used, one is not so prone to criticise existing instruction in the subject. If the authors, who should be something of authorities on the matter of teaching World History include such an amount of "deadwood" in their books, the teachers

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[8] The civic content of Units in World History in pictures is 7.5%, of Today's World, 4.8%.

cannot be too vehemently censured for using it in their teaching. To avoid it would require skill, careful planning and availability of other sources of information. The reluctance of teachers to cross out many of the topics submitted on the questionnaire coupled with the general complaint that "World History covers too much ground" illustrates the dilemma in which they find themselves. They realize that the course includes too many facts and ideas about too many different "areas" of World History, but they do not know what to cut and pare from the texts. If too much is left out, the continuity of the course is disrupted (if it follows the text closely and the teachers' statements would indicate that it usually does). If much of the content of the texts is omitted, supplementary references must be supplied to fill in the year's work. There would not be meat enough in the surviving generalities to sustain normal youngsters through a year's study. The teacher would be required to fill in from other sources and in some localities these are not plentiful.

The amount of class time devoted to the fulfillment of personal-appreciation aims is also understandable after analyzing the texts. If the books give 30 percent of their space to this material, the teachers will certainly be tempted to use it, for much of it is more "teachable" than much of the civic content. The pupils are naturally more interested in a considerable amount of this material and the teaching devices commonly employed are more adaptable to it. Moreover many teachers make no distinction between civic and personal-appreciation content and off-

hand, would say that all history "makes better citizens". In view of these facts the reasons for the large number of topics of personal-appreciation value found on the outline in Chapter IV become clearer.

Teacher Criticism of Textbooks

Most of the teachers are more or less conscious of the defects in the texts demonstrated by this analysis. A few reported satisfaction with the books they use,[8] but the rest offered criticisms and suggestions which anyone aspiring to write a World History text should digest thoroughly. In order that these comments shall lose none of their force or pungency, the representative ones are quoted verbatim:

1. "Books are written in too great detail for high school pupils, piling up too many generalities, meaningless phrases, and names never to be met again."
2. "Vague, general, full of abstractions ... lacking in concreteness and imaginative stimulus."
3. "The average text is too factual, merely a listing of facts according to some plan."
4. "Too much emphasis on the political side of history, not enough social emphasis."
5. "Should telescope primitive and pre-Roman history."
6. "More space should be devoted to post-War conditions."
7. "So generalized that they are not intelligible to the pupil."
8. "Should have more emphasis on modern problems."
9. "Cover too much ground."
10. "Too much is included."
11. "Less detail before the 19th century."
12. "Art, literature and science becloud the more pertinent issues - autocratic and democratic developments."
13. "Specificity is sacrificed for all inclusiveness and readability which shows conclusions with too little indication as to how they were gained."
14. "Too much emphasis on Ancient History ... more emphasis on modern times."

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8 About 20 %

A textbook which includes fewer "areas" of World History, but describes and explains the "whys" and "wherefores" of these "areas" more fully and interestingly would be pleasing to the teachers of the subject. Generalities and conclusions not clearly arrived at should be avoided, but so also should an accumulation of innumerable facts, names and meaningless phrases. At first this statement seems somewhat paradoxical, but it is really not. What the teachers want is extensive, stimulating and thorough handling of a few topics rather than brief and general treatment of an extensive number of topics. In their opinion, it is better to know much about a few things than a little about many things. It takes time and a broad knowledge to appreciate thoroughly past conditions or problems and their lessons cannot be applied to the present without this appreciation. Textbook content, then, should be reorganized along the same lines suggested for the re-organization of the content of the course: more space devoted to modern times; fewer topics included; mere compilation of facts, names and dates shunned; specificity and clarifying description substituted for vague generalities. A wise selection of significant and human material would cause pupils to see the relationship between themselves as future citizens in a changing world and the changing world of the past.

The conclusions to be drawn from these comments and from the analysis of the texts are twofold. The texts do not devote an amount of space to civic content commensurate with the importance of the civic objectives for World History and they do not satisfy

the real demands of the teachers. On the contrary they cramp progressive teachers' endeavors to fulfill these objectives by the inclusion of a large proportion of "deadwood" and personal-appreciation materials. Undoubtedly the textbook authors would be greatly aided by the establishment and wide acceptance of specific and direct civic objectives for World History. Then they would have some definite ideas regarding the direction they should take in their writings. Until this comes to pass, we must not criticise their endeavors too harshly. They are also groping in the darkness, even though it is not as impenetrable for them as for the teachers in service. If this analysis of texts proves nothing else, it demonstrates again the need for the development of definite, clear and meaningful objectives for all - directly or indirectly - engaged in World History instruction.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Summary of Present World History Teaching

Much room for improvement in World History instruction exists and, if the course is even to approach an accomplishment of its fullest possibilities, intelligent and coöperative revision must be undertaken by the experts in social studies instruction, the classroom teachers and the authors of texts. Definite and clear-goals for World History are lacking. This results in much confusion in the minds of the teachers and in a wide disparity in materials selected and in methods of teaching. In a course which covers so much territory it is not an easy matter to achieve any degree of uniformity. One of the largest high schools in the state abandoned the course some twenty years ago for this reason. The head of the Social Studies Department in this school stated that the subject was discontinued because of the difficulties of supervision due to the fact that different teachers wished to stress different aspects and periods. This statement is not offered as any brief for uniformity, for any subject must be adapted to the needs of the locality in which it is given. The absolute lack of uniformity is stressed here as proof of the need for an authoritative set of objectives to guide the classroom teachers in charting a straighter and more interesting course. The need for such a guide has been amply demonstrated in the preceding chapters.

The absence of specific objectives for the subject is a

bad beginning, for it beclouds the whole problem. The vast amount of facts, names, ideas and concepts which are customarily crowded into the course then makes for "confusion worse confounded." It appears from the evidence presented in chapters III and IV that teachers are fully aware of this aspect of the problem, but few have, or can, take constructive steps to remedy it. Most teachers would like to cut down on the amount of information offor the course, but, because of the content and organization of texts and the dearth of other historical references or current materials, their hands are pretty much tied. The result is that modern problems are slighted in the race to teach all the different facts and ideas packed in the texts. Very often the past is studied at the expense of the present. Moreover, the opportunity is not usually available, or made available, for a thoroughgoing contrast and comparison between events of the past and current problems. Many teachers apparently are not conscious of the importance of doing this, as it was very seldom mentioned by the interviewees as a part of their teaching procedure.[1] Without it the study of history becomes the learning of facts and generalities without any vital realization of their implications for the present.

In spite of the advances which have been made in textbook writing, World History texts are still considerably cluttered up with "deadwood" and, for the accomplishment of the civic objectives of the subject, devote too much of the remaining space to

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[1] Refer to the outline in Chapter IV .

personal-appreciation materials. One book analyzed made some consistent effort to draw lessons for the present from the past, but the other two did not, thus adding to the unfavorable score against them. It is beyond the range of possibility for the average teacher to do much about the textbook situation, except to choose as wisely as possible among the various offerings and make known his criticisms as often and as vigorously as feasible. Within the range of the teachers' reforming activities should come, however, the formulation of objectives and the reorganization of the materials and methods of instruction. To the latter we shall first turn our attention.

Proposal to Return to Two Courses in European History

Eleven teachers, through the questionnaires and interviews, suggested that the solution of the problem of covering "so much ground in so little time" lies in a return to the old plan of offering two courses in European History, the first to include the ancient and medieval periods through the Reformation and to be given in the tenth-grade, the second to be modern history for the eleventh grade. The first course would not necessarily be a prerequisite for the second, but the teachers believe it would be better to take them in sequence. Also since most of "world history" is European history anyway, the courses might as well be so named. Moreover the sources of American culture are chiefly western European and, therefore, study of history in the secondary schools should concentrate on this and American history.

To divide the study of European history into a two year program would relieve the pressure caused by trying to assimilate so much material in such a brief time.

To their contention I would raise certain objections. First, it seems to me that these teachers are so interested in teaching "history" that they have lost sight of the broader objectives of social studies instruction in general. If a pupil adds to the required course in United States history, two electives in European history, he is not going to have much time left in his program for other social studies dealing with more modern, and probably more pertinent, matters than much of the content of these courses in European history. The average high school youngster does not have time to take such subjects as Problems of Democracy, International Relations or Economics and Sociology in addition to three history courses. These teachers are inclined, it seems, to want to emphasize history at the expense of other social studies. In the smaller high schools teachers are not available to teach so many different courses and even if they were, the courses dealing with current trends and problems would be more worthwhile and meaningful to the pupils.[2]

Another objection to this plan is that, unless the courses are taken in sequence much of their effectiveness is lost. If a pupil takes only the first course, he loses all the understandings of the world in which he lives which may be derived from modern history. Suppose he takes only the second course. Unless

[2] See Wilson, op. cit., Chapter V.

some repetition of the first course (boring to those who have taken it) is made, he is trying to build a house without a foundation. In most of the small and medium-sized high schools pupils could not be held rigidly to any requirement that the first course be a prerequisite for the second, because there would be too many pupils who "must have more points" and who could find nothing else to choose, because the elective offering is so scant.

Referring again to the Regents' Inquiry, further evidence to disqualify this plan can be produced. As was suggested before this Inquiry, discovered that the pupils who had taken all three history courses traditionally offered in the New York high schools showed, on the whole, less evidence of civic competence than those who had taken only the required course in United States history. It would appear, then, that two courses in European, as customarily organized and taught, do not contribute alarmingly to the achievement of civic objectives, rather the contrary.[3] On the whole, therefore, it seems that this proposal is a retrogressive, rather than a progressive, one.

Organization of Course Called "World Civilization Since 1700"

Two responses to the questionnaire suggested this plan which one of the schools visited has already adopted.[4] This school made the change for two purposes: (1) to cut down the total amount of material to be offered, (2) to concentrate upon the field of history study considered most valuable for the type of pupils con-

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[3] Ibid., chapter II

[4] Quincy Senior High School

cerned. All pupils in the civic and household arts curricula are required to take this course. These are mostly youngsters with low I. Q.'s, so that the vast amount of material in the World History course was more than they could begin to handle. "World Civilization since 1700" makes it possible to spend more time on the present and recent past. It also provides more opportunity for library work and the use of supplementary readings. The course is prefaced by a three week survey of earlier civilizations including these topics: Cultured Peoples of the Ancient World, Life in the Middle Ages, the Christian Church, Development of Commerce and Industry, Backgrounds in Government, The Renaissance - a bridge to Modern Times. Most of this survey is presented in class by the teacher with accompanying maps assigned as homework.

Judging by the plans for this course which I saw, I would say that it has been intelligently planned and is undoubtedly a far better arrangement for the type of pupils who take it than the former course in World History. Since this is a large high school, courses can be especially designed for this type of pupil and other history courses offered for the more intelligent pupils. In the smaller schools, however, one history course has to meet the needs and fit the abilities of many different groups of pupils. In these schools special courses for the college-preparatory group cannot be given and "World Civilization Since 1700" would not give the best background for college history which usually presupposes some knowledge of ancient civilizations.

The college-preparatory group taking World History is ordinarily small anywhere and one would not organize the course especially for their benefit, but their needs must be considered.

A more potent argument against this arrangement is the fact that recency in time does not necessarily measure civic value of history material. It will be remembered that Athenian democracy is considered a topic of outstanding importance by the majority of teachers - far more important than many topics from the nineteenth and twentieth centuries. Mere recency of occurrence cannot be taken as a criterion of the worth of any area of history study. Moreover the omission of ancient, medieval and early modern history leaves the pupils without a clear conception of historical trends and movements or without an historical perspective. It may be contended, and with truth, that many pupils cannot grasp these ideas anyway, but the brighter ones can and they deserve our attention, not only for their own sakes', but because they will be the leaders in civic life tomorrow.

In large high schools where intelligence grouping is practicable and where many types of history courses can be offered, "World Civilization since 1700" undoubtedly fits the needs of a large number of pupils. For the smaller schools where these conditions do not exist and for the brighter pupils in the large schools, I do not believe it is the most advisable plan. Some of these objections also apply to the next plan to be discussed.

The "World Today" with Brief Historical Backgrounds

The course representing the most constructive and imagina-

tive thinking discovered through the interviews is the one called "World Today" offered in the Wellesley senior high school. In the words of the instructor the objective of the course is

> "not merely to impart a certain amount of factual knowledge, but to inculcate certain ideals, attitudes, and intellectual capacities. It seeks to develop mental habits such as the power of reasoning and the exercise of critical judgment, through the study and evaluation of some of the problems that confront the world today as reflected in the newspapers and better periodicals. It aims to relate the past with present day interests, and to train pupils for intelligent living; to develop the ability to render constructive judgments on current political, social, and economic questions, and to give pupils an opportunity to carry on independent research on individual topics of special interest to the student of world affairs." [6]

This course is organized around such current problems as "Should Governments Own and Operate Railroads?", "Stalin Seeks to Make Russia Master of the Baltic","How Europe's War Affects the United States". Their historical background is briefly traced, but most time is devoted to their current aspects. This follows the third plan for the organization of historical materials for teaching purposes as outlined by Bruner.[7] The small classes and wealth of available reference sources make an ideal setting for the laboratory method of instruction which is used.

Although the temptation to do so is strong, it is not within the sphere of this thesis to describe in detail the content and teaching procedures in this course. It is sufficient to say that it seems to be an ideal solution of our problem for the type of pupils to whom it is offered, in the type of community in which

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[6] Quoted from an explanation of the course and method of instruction given the author by the instructor, Mr. Harold Goodnough

[7] Refer to p. 33.

it is offered. The high socio-economic background of the pupils means that they come to the course equipped with part (if not all) of the vocabulary and some of the knowledges which would have to be imparted through the course in poorer communities. They have access in their homes to an amount of newspaper and magazine material unheard of in the less educated homes of poorer localities. Moreover there seems to be no limit to the expenditures which the school department is willing to make for materials and equipment as long as these are well utilized. When one adds to these facts, the existence of an excellent system of educational guidance which prevents the election of the subject by any pupil who needs a different course for admission to college or who might gain more from another type of history course, the wisdom in its inclusion in the curricula cannot be too seriously questioned.

Of course, one can again say that, as this is not truly a history course, the values to be derived from tracing trends and movements are lost. This criticism carries less weight in this instance because those pupils who could comprehend and gain by such ideas are largely guided to other courses. The course can also be criticised on the grounds that the current problems of today do not always represent problems which will be significant ten or fifteen years hence. In reply to this criticism, two arguments can be brought. First, we have no surety that any of the ideas, concepts or knowledges which we emphasize today in any of the social studies courses will be significant fifteen, ten or

even five years from now. Moreover, if the aims set forth for this course are accomplished, the pupil will be able to study and judge for himself new problems as they arise in the future.

The chief difficulty with "World Today" is the impossibility of organizing and carrying out such a course in the smaller or poorer communities. Without a good library of historical references and the availability of good newspapers and periodicals for all pupils, it could not be effectively taught. In a school where the only "library" is a collection of sample texts and the only newspapers the majority of the youngsters would ever see are the Daily Record and the "Hometown Bugle", such a course would be a farce unless some miracle moved the school department to support the innovation generously. This is, of course, entirely in the realm of improbability for most places, but even if it did come to pass, it would not also occur to the members of the school department that the organization and teaching of such a course would require a tremendous amount of time upon the part of the teacher and, therefore, he must be relieved of some of his other responsibilities. One cannot develop this course and do the extensive reading in newspapers and current periodicals which it requires, while teaching five different subjects, coaching basketball and serving as adviser to a school club - that is, if he wishes to remain sane and in fair health. "World Today" then must be left for the larger and wealthier schools where library facilities are extensive and the teacher is allowed time for self-preparation and lesson planning. For other schools,

particularly the smaller ones, World History can be better made to serve the varying needs of the different pupils and is less expensive in money and teacher-time.

Recommendations for the Improvement of World History Instruction

The first imperative for improving World History is the establishment of concrete, specific and meaningful civic aims for the whole course and for each separate unit or block of work. In Chapter II I have given the objectives which I believe should be the goals for the course. Any such statement of aims has no validity until accepted by some authoritative or representative group of social studies instructors, but it is offered here as a possible starting point for some constructive thinking and action upon the problem. If there were in the Massachusetts Department of Education a state supervisor of Social Studies Instruction, it might well become one of his functions to direct the formulation of an authoritative set of objectives for this subject. Since the Commonwealth lacks such an official, the project might be undertaken by some organization like the New England History Teachers' Association which did an excellent job in drafting aims and organizing a syllabus for American History and Problems of Democracy. The Association could do another distinguished service to history teachers by undertaking the same thing for World History. Until this hope becomes a reality however, the individual teacher must make his own set of objectives, keeping in mind the needs and experiences of his pupils and the resources

at hand for the study of the subject. If he does not have clearly in mind definite goals for World History instruction, the course will become aimless and be a waste of his own and the pupils' time.

The second imperative for increasing its civic effectiveness is a drastic reduction of the material included in the course. In Chapter IV are given the topics which the teachers voted to omit or to touch upon lightly. As I intimated in that chapter, this does not seem to be a sufficient reduction. Much more must be cut from it before it is reduced to a form mentally digestible by adolescents thirteen to sixteen. I believe that the course should be reduced to between seven and ten "areas" of history and that these should be organized into units[8] or blocks of work of three to five weeks in length. Some teachers might prefer to organize their units or blocks of work on a vertical scheme (e. g., the story of industry or of agriculture from ancient times to the present).[9] Personally I prefer an organization on a roughly chronological basis, for the other scheme seems to be very confusing to the youngsters who come out with the impression that all governments were developed before man thought of taming the horse, if "government" is studied before "systems

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[8] The term "unit" is used here advisedly as it is understood that many teachers are not qualified to develop true units. They can, however, organize their work into definite "blocks" concentrating upon certain "areas" of information and having definite aims, assignments and related activities.

[9] See Capen, Across the Ages, for a good example of this type of presentation.

of communication". If the blocks of work are developed on a chronological scheme the teacher will have to bridge the gaps resulting from the deletion of any period. With thought and some degree of ingenuity the teacher should be able to do this satisfactorily in a short space of class time. Below I shall suggest the ten "areas" of history study which I believe are most valuable as the foundation for these blocks of work.

Whichever system of organization the teacher adopts - whether it be chronological or vertical treatment of separate subjects - the units or blocks of work should include a wide variety of requirements and options to stimulate pupil interest, to meet the needs of the various abilities represented in the class and to develop worthwhile civic attitudes and habits. It will be remembered that most of the devices used by teachers of World History do not have civic value, but rather personal-appreciation value, if any. Moreover they are largely individual projects and do not require coöperative activity so necessary to good citizenship. Much greater effort should be made to have projects and activities aimed to develop intelligent leadership and "follower-ship". Both are needed to create an enlightened citizenry for a democracy.

In the course of a few years' experimentation the teacher might well have on hand more units or blocks of work than the average pupil could accomplish in the year's time and some plan for progress at individual rates of speed might be worked out, so that the brighter pupils could complete more than the mini-

mum number of units or blocks in the year. Blocks of work of varying degrees of difficulty might also be developed to provide for pupils of different intelligence levels. Some very simple work, emphasizing the narrative and biographical elements in history, can be prepared for the slower pupils. They cannot grasp the involved political, social or economic problems presented the more able pupils.

Whatever scheme of organizing the units or blocks of work the teacher employs or whatever provisions are made to take care of individual differences, the force and point of his teaching will be lost unless adequate time and attention is spent upon the present aspects of the problems. Comparison and contrast of past with present must be done with great thoroughness in order that aclearer understanding of the present may be gained. It cannot be done by any incidental mention in class that "the pyramids were really a work-relief project" or "Mussolini wants to be a second Caesar Augustus." This "doesn't stick" nor does it have any real meaning for the average high school youngster. He must study both the past and present problems thoroughly and be lead to make such comparisons and contrasts for himself before they have meaning for him. For some topics half or more of the time should be spent upon such comparison and contrast. Following the list of chosen "areas" of World History below will be given a couple examples to illustrate the type of comparison which I believe is worthwhile. For this work the teacher must constantly be on the alert to gather and use current materials

which will make history interesting, vivid and meaningful to the youngsters. Their interest in these materials must be developed, not only so they will collect such to bring to class, but so they will acquire a lifelong habit of reading articles in good newspapers and current periodicals about public affairs.

Suggested Topics or "Areas" of World History for Civic Purposes

Around the following topics or "areas" of World History, the course should, in my opinion, be built. I cannot do more here than suggest these topics with the main points to be stressed in the study of each. To go into minute detail about the facts, vocabulary, concepts and understandings to be learned from each topic and to give exact teaching procedures would be a book in itself. What I can do, however, is to recommend those "areas" of World History which my investigations and teaching experience have lead me to believe can best achieve the civic purposes of the subject. These recommendations are given in outline form with the main points to be emphasized in each "area" as subtopics. The course should begin with an extremely brief summary of ancient Egyptian and Near Eastern civilizations stressing geographical background, contributions to later civilizations and weaknesses in their political, social and economic structure. After this survey which should not consume more than three or four days, the class is ready to dive into the main body of the course which should follow the plan below:

Areas of World History Selected for Civic Purposes

I. Athenian Democracy
   A. Significance of the Greek city-state and reasons for failure to attain national unity
   B. Basic principles and structure of Athenian democracy
   C. Effects of Persian Wars upon Athenian government
   D. Reasons for downfall of Athens
   E. Conquest of Athens by Macedonia

II. Roman Government and Law
   A. Foundations of the Roman Republic
   B. Forces directing Roman expansion and the treatment of conquered peoples
   C. Causes of the downfall of the Republic and the steps in the establishment of one-man rule
   D. Peace and prosperity during the first part of the Empire
   E. Internal social, economic and political weaknesses of the Empire
   F. The Roman legal mind and codification of laws

III. Growth of Nationalism
   A. Meaning of nationalism
   B. Beginnings of national states after the chaos of the Middle Ages
   C. Nationalistic struggles of the 17th, 18th and 19th centuries as these relate to the present
   D. Relation between autocracy and nationalism
   E. Effects of nationalism upon international relations
   F. Nationalistic ambitions of countries today

IV. Beginnings of English Democracy
   A. Inestimable value of first steps towards democracy (such as Magna Carta, Simon de Montfort's Parliament)
   B. Renewed struggle for liberties under the Stuarts
   C. Our debt to the heroes who fought for democracy
   D. Strength of English democracy: slow evolution and gradual preparation of the people for such a form of government
   E. Democracy as "a frame of mind" rather than constitutions and laws

V. Reform by Revolution
   A. Causes of the French Revolution
   B. The failure of revolution to establish democracy
   C. Comparison of French Revolution with more recent revolutions such as the Russian and Spanish as to causes, consequences and failure to achieve democracy so quickly

D. Conclusions regarding conditions which breed revolution, methods employed by revolutionists and reasons for their immediate failure

VI. Industrial Revolution
A. Revolution caused in people's daily life
B. Tremendous social, economic problems resulting from the changes in methods of earning a living
C. Effects of industrialization upon governments and international relations
D. Effects of recent industrial and economic changes upon individualism and democratic government
E. Obstacles preventing the establishment of economic democracy

VII. Progress toward Reform in the 19th Century
A. Political, social and economic reform in the United Kingdom
1. Undemocratic conditions at the beginning of the century
2. Forces which brought about the reforms
3. Comparative backwardness of the United States in adopting such reforms
B. Establishment of the Third French Republic
1. Comparison between French and British governments
2. Contrast between both and the American system
C. Social and economic reform in the autocracies
1. Reasons why autocratic governments adopt reforms
2. Growth of socialism

VIII. Background of the World War
A. Pre-War attempts at international coöperation
B. Map of Europe at the eve of the World War
C. Underlying causes of the War
1. Comparison of these causes with causes of other wars
2. Roots of these causes far in the past

IX. Failure to Establish a Permanent Peace
A. Injustices of the Treaty of Versailles and their relation to the present situation
B. Reasons for the failure of post-War attempts to maintain international peace
C. Current international situation
D. Need for "international-mindedness", fair play and toleration

X. Post-War Trends in Government and Economic Policies
A. Reasons for the failure to establish democracy in central and eastern Europe and for the growth of dictatorships

B. Extreme nationalism of dictatorships and evils of rampant nationalism
C. Life under a dictatorship
D. Experiments in planned (or directed) national economy
E. The challenge to democracy

These topics and sub-topics alone will not fulfill the civic purposes for World History. It must always be remembered that the teacher must constantly plan adequate opportunities for careful comparison between the past and present. Two examples of how this can be done are taken from the first topic or "area" - Athenian democracy. One of the dangers to our democracy today is the civic irresponsibility of the citizenry; people do not go to the polls to vote but crab about the kind of officials who get elected, many of our "best" citizens refuse to accept public office and only the unemployed are willing to accept jury duty. A comparison between the great leaders of Athens during her "Golden Age" and the outstanding statesmen of the present should demonstrate those qualities of leadership which are essential if democracy is to be kept a going concern. Contrasts could be drawn between some of our notorious politicians and the worthy leaders. A valuable lesson could be obtained from a contrast between the willingness of Athenian citizens to fulfill their civic responsibilities and the avoidance of jury duty and negligence about attending town meetings of today.

Another striking comparison which can be made between Athens and the present concerns the mental and emotional qualities which a people must possess to develop and maintain a democratic

form of government. What mental and intellectual attributes did the Athenians possess which enabled them to create this system of government? What was their philosophy of life? What were their chief interests? What attitudes did they maintain towards freedom of thought, educationa dn religion? How did these create a healthy atmosphere for democracy? After these questions have been answered, the class can focus its attention upon its own community to discover whether its atmosphere is so conducive to democracy. Also the answers to these questions can be used to explain why post-War democratic experiments so often failed.

A reduction of the content of World History to the amount suggested by the outline above and such direct comparisons between the past and the present as illustrated will do much to bring the achievement of its civic objectives nearer a reality. These materials were chosen and the comparisons designed with the two primary functions of World History in mind. A consistent effort has been exercised to select only those materials which will foster the creation of intelligent and coöperative world citizenship and the development of a truer understanding of democracy by placing it in its historical perspective. The elimination of "deadwood" and materials of personal-appreciation value should make visible the forest instead of the trees. Much more thought and work must be expended upon this problem before a completely satisfactory solution is found. The need for the formulation of valid objectives has been repeatedly stressed. Greater coöperation among World History teachers would facilitate

the development of interesting and meaningful units or blocks of work along the lines suggested in this thesis. Intelligence, coöperation and idealism can forge from the diverse materials of world history an integrated and purposeful course which will be an invaluable vehicle for the inculcation of worthy ideals of world citizenship and of unswerving loyalty to democracy.

APPENDIX

In this appendix is reproduced a copy of the questionnaire which was sent to the teachers of World History in Massachusetts high schools. In the original spaces were left for the answers which had to be written out. On this copy is given the number of times (out of a possible 98) that each item in question V was checked by the teachers responding.

QUESTIONNAIRE TO TEACHERS OF WORLD HISTORY

EXPLANATION

The subject "World History" covers a span of time and space altogether too vast to be given in one year of high school study. Hence many selections of "most important materials" have been made and various methods of organization worked out by authors and teachers. The object of the present study is to discover what materials and which methods can best be used to fulfill the civic aims of the course.

The definition of civic aims and the distinction between civic and cultural aims, upon which this questionnaire is based, are those made by David Snedden (Educational Sociology). According to Snedden the civic objectives of education are to create those insights, ideals, appreciations, attitudes and hopes which make us good members of a democratic society. Cultural values are those visions, insights, interests and appreciations which are worthwhile in themselves. 'Culture' is used here to mean only those interests which are not primarily vocational, civic or health-producing. This study does not deny that some history should be taught primarily for its cultural value, in fact quite the contrary.

I. How many years have you taught World History? _____

II. In what grade (or grades) is it offered? ____ Is it required( ) or elective ( )

III. Please list the text or texts which you use?
If you use a workbook, give the title and author's name.
If you do not use a workbook, do you use a study plan or outline of the course of your own construction?

IV. (a) Below are given certain civic aims for the teaching of World History. Please check twice those you consider most important, once those you consider fairly important. If there are any you would omit, draw a line through those.

Knowledge, skills and habits

_____ 1. To learn the techniques of finding information
_____ 2. To understand generalizations and causal relationships
_____ 3. To learn and understand instances of social, economic and political processes
_____ 4. To understand basic political, economic and social trends in World History
_____ 5. The habit of reading newspaper and magazine articles about current world affairs
_____ 6. Ability to recognize propaganda
_____ 7. To acquire a perspective for understanding contemporary issues

Attitudes

_____ 1. Tolerance and sympathy for peoples in all lands
_____ 2. Fairmindedness and willingness to hear and weigh evidence from all sides
_____ 3. Capacity for suspended judgment
_____ 4. Love of world peace and desire for coöperation among nations
_____ 5. Love of truth

(b) In the space below will you add any other civic aims which you consider significant?

V. There follows a list of the topics included in standard texts and workbooks in World History. Will you check once those which you teach and twice those which you particularly emphasize? Also as you read through the list, will you draw a line through any topics which you think are "deadwood" (i. e, valueless to a high school pupil from either the civic or cultural viewpoint).

50 Introductory lesson in finding information, using library, etc.
66 Meaning of history and values in studying it

The Earliest Civilizations
48 Primitive Man
55 Ancient Egyptians
51 Ancient Near East
48 Aegean Civilization
31 Ancient Far East
30 " West

Civilization of Greece
51 Homeric Age and development of city-states
76 Athenian democracy
60 Athenian empire: its rise and expansion
77 Greek culture (art, literature, drama, philosophy, etc)
80 Fall of the city-states
62 Alexander and the spread of Hellenic culture

Civilization of Rome
58 Growth of Roman nation and spread of Roman power under the Republic
59 Imperial Rome
72 Roman culture
66 Decline and fall of the Western Empire
46 Eastern Roman Empire

Medieval Europe
54 Conditions after the fall of the Western Empire
73 Rise and spread of Christianity
51 " " " " Mohammedanism

63 Feudalism
58 Daily life in the Middle Ages
59 The Church in the Middle Ages
58 Medieval States (England, France and Holy Roman Empire)
71 The Renaissance

Emergence of Modern Times
70 The Reformation
49 Autocracy in Russia, Austria, Prussia and Poland
67 England under the Tudors and Stuarts
36 Revolt in the Netherlands
53 France under the Bourbons
80 The French Revolution and Napoleonic Era
63 Struggle among nations for commercial power
47 Revolt of the American colonies against Great Britain
82 Industrial Revolution

Struggles for National Strength and Individual Liberty in the 19th Century
64 Reapportioning the Continent of Europe at the Congress Vienna
50 Conservatism vs. Reform
66 Unification of Germany and Italy
67 Progress of reform in the United Kingdom

Nationalism and Growth of Empires (to 1910)
68 British Empire
62 German Empire
58 Third French Republic
38 Other countries of western Europe
33 Countries of eastern Europe

Increasing International Activity
43 Imperialism in the East
31 Latin America
75 Causes of the World War
70 World War and Treaty of Versailles

The World Today
50 Progress in applied science
65 Industrial and social reform
36 Fine arts
59 Growth of cooperation among nations
75 Post-War trends in governments and growth of dictatorships
45 The new Orient

(b) Add here any topics not mentioned above which you include in your teaching.

VI. Which of these methods in presenting materials of World History do you use?

_____ 1. Teaching different periods of history in chronological order with occasional reference to similar conditions today.

_____ 2. Teaching periods in chronological order but comparing and contrasting the problems of each period with those of today.

_____ 3. Teaching modern problems almost exclusively, tracing briefly their historical background.

_____ 4. Using present situations to motivate history by starting with the present then tracing the historical backgrounds of the various aspects of each problem.

VII. Will you please give your criticisms of current texts in the field of World History? (if space does not permit answering here, use other side of sheet).

(a) In regard to organization

(b) In regard to materials included (Do you think too much ground is covered? If so, what would you omit?)

VIII. Do you use any standardized tests? If so, give the names.

APPENDIX II

In this appendix are four tables giving in detail the complete figures for the analysis of the texts. This appendix supplements the information presented in Chapter V

Table A

Amount of Space Devoted to Different Types of Contents in Representative Texts Subdivided According to Various Forms of Textbook Materials

(in percent)

	Man's Great Adventure	Today's World	Units in World History
Civic Content			
1. Text	42.37	32.44	28.23
2. Maps	4.13	.64	1.66
3. Pictures	5.93	3.56	4.43
4. Study Helps	1.96	3.84	2.63
Personal-Appreciation Content			
1. Text	17.96	12.75	14.73
2. Maps	1.14	.20	.17
3. Pictures	8.79	10.45	10.34
4. Study Helps	2.20	4.37	4.75
Deadwood			
1. Text	5.32	10.39	13.75
2. Maps	.60	1.91	3.16
3. Pictures	1.48	3.52	7.24
4. Study Helps	.30	3.52	4.81
Blank	1.87	.41	2.53
Introduction	5.95	2.00	1.57

Table B

Amount of Space on Ancient History Devoted to Different Types of Contents in Representative Texts Subdivided According to Various Forms of Textbook Materials

(in percent)

	Man's Great Adventure	Today's World	Units in World History
Civic Content			
1. Text	44.70	26.64	29.90
2. Maps	6.10	2.02	
3. Pictures	6.53	.75	1.49
4. Study Helps	2.70	3.16	1.04
Personal-Appreciation Content			
1. Text	20.14	22.86	19.59
2. Maps	.56	.41	
3. Pictures	9.73	15.49	21.83
4. Study Helps	2.32	6.31	5.33
Deadwood			
1. Text	2.60	17.33	13.41
2. Maps		1.59	2.77
3. Pictures	1.30	.37	1.39
4. Study Helps		2.51	3.25
Blank	2.80	.54	

Table C

Amount of Space on Medieval History Devoted to Different Types of Contents in Representative Texts Subdivided According to Various Forms of Textbook Materials

(in percent)

	Man's Great Adventure	Today's World	Units in World History
Civic Content			
1. Text	13.78	9.99	6.13
2. Maps	1.31		
3. Pictures	2.72	.19	.36
4. Study Helps	.32	1.17	.34
Personal-Appreciation Content			
1. Text	38.08	21.57	30.74
2. Maps	2.57	.59	
3. Pictures	16.29	13.02	12.30
4. Study Helps	4.29	7.10	8.20
Deadwood			
1. Text	13.17	30.94	25.24
2. Maps	2.40	3.94	3.78
3. Pictures	2.48	6.64	4.87
4. Study Helps	.73	4.26	5.06
Blank	1.86	.59	2.98

N. B. "Medieval History" as used here includes the Renaissance and Reformation periods.

Table D

Amount of Space on Modern History Devoted to Different Types of Contents in Representative Texts Subdivided According to Various Forms of Textbook Materials

(in percent)

	Man's Great Adventure	Today's World	Units in World History
Civic Content			
1. Text	58.37	44.79	42.20
2. Maps	3.95	.80	3.24
3. Pictures	7.41	5.98	7.69
4. Study Helps	3.25	5.41	4.59
Personal-Appreciation Content			
1. Text	9.69	5.19	4.15
2. Maps	1.12		.41
3. Pictures	5.31	7.66	7.76
4. Study Helps	1.40	2.50	3.27
Deadwood			
1. Text	4.97	18.88	6.91
2. Maps	1.70	1.42	2.87
3. Pictures	1.29	3.49	9.64
4. Study Helps	.39	3.51	4.92
Blank	1.50	.37	2.35

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